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ABSTRACT

This paper describes a process for determining priorities within an extension unit. The process involves pooling the judgment of extension programmers to produce a valid "average" judgment, even where considerable diversity of opinion exists. Discussed first are the stages involved in program priority-setting, the budget-setting process, and staff involvement in priority setting. The next section describes the first phase of the development and implementation of the process at the Division of Extension and Community Relations at the University of Saskatchewan in 1982. Ad hoc priority decision-making, the practice of having management set priorities (the "top down" model), general staff discussion (the "consensus" model), and rank order priority setting are examined. The next section describes the subsequent phases of the implementation of the priority-setting process. Data analysis and the role of management (the search for staff agreement, the reflection of staff opinion, and implementation of staff priorities) are discussed. Appendixes include a portion of the matched-pair, forced-choice questionnaire used in the first application of the process and the resultant Thurstone scale; the complete matched-pair, forced-choice questionnaire used in the second application and resultant Thurstone scale; the questionnaire used to collect percentages assigned by staff to program areas; circle graphs and variance plots of the percentage results; and management's representation of the results. (MN)

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Setting Priorities for Programming in an Extension Unit: A Case Study

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Abstract

This paper describes a process for determining priorities within an extension unit. Conceptually, the process involves pooling the judgment of extension programmers to produce a valid "average" judgment even where considerable diversity of opinion exists. While the procedure isn't yet perfected, it does appear to have a promising number of advantages over commonly-used procedures for setting priorities. The procedure is illustrated through reference to the process and results of a recent priority-setting exercise in the Division of Extension and Community Relations at the University of Saskatchewan.

Paper presented at the
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St. John's, Newfoundland, June 16-18, 1987

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This paper begins with a disclaimer. The procedures described herein should be considered work in progress rather than a definitive description of procedures to use. While the ideas presented are theoretically sound, and have been applied in an actual extension setting, not all the questions associated with the procedure have been answered, or even addressed. In keeping with this constraint, the tone of this paper is less formal than that of many learned papers.

The remainder of the paper begins with an overview of the context leading to the application of the priority-setting procedure, describing the need for a procedure and the constraints affecting any proposed procedure. This is followed by a brief retrospective description of earlier attempts at priority-setting, then an examination of the various optional procedures available. Following that, the procedure employed is described, and its advantages and disadvantages are discussed. Next comes a description of how management practice was influenced by the priority-setting procedure. The conclusion examines other situations and environments where a similar procedure could probably be applied. The appendix holds instruments and sample results from a recent application of the procedure at the Division of Extension and Community Relations (DECR), University of Saskatchewan.

The Priority-setting Environment

It is safe to assume that resources required at universities to do every kind of extension programming possible or desirable are simply not available, even in affluent times. In times when budgets are static, or even reduced, the critical nature of a priority-setting process is even more evident. At the same time, in most university extension environments—even in these financially constrained times—there is some discretionary funding available to develop new thrusts in extension programming. Even after needs are identified and analyzed, it is likely that there will be more worthwhile programming to be done than there will be funding available to do it; it is also likely that it will be difficult to identify clear "winners" of the competition for funds. Some method of prioritizing the possible and desirable programming thrusts is therefore required.

What is Program Priority-setting?

Program priority-setting is making decisions about the allocation of resources to various program possibilities, based on the relative importance as perceived by the stakeholders. The objective of the exercise described here is to assign both staff and budget to the highest priority program areas. A program area is defined as including the subject matter, the clientèle, and the kinds of outcomes expected.

The priority-setting exercise can be conceptualized as having the following stages:

1. Describe possible program areas.
2. Identify a set of criteria to be used in making judgements.
3. Make judgements about each program area.
4. Assign indexes of relative importance to program areas.

5. Assign resources to program areas.
6. Commit to action.

Much of the Division's priority-setting exercise described here is focused on Stage 4. The major outcome is the pooling of individual judgements so that the relative importance, as perceived by the staff, can be displayed and used in decision making.

The milieu in which the priority-setting process described in this paper was developed was undoubtedly a factor determining the procedures used. Two aspects, the budget-setting process used at the University, and the Division's history of involving programmers in priority-setting, are worthy of special mention.

The Budget-setting Process

At the University of Saskatchewan, the budget-setting process includes a probe/add - back exercise. This entails the head of a budgetary unit (such as the Division) proposing to the President's Advisory Committee the ways in which the unit's budget would be reduced by a certain percentage. (In 1987-88, the proposal required a 4% probe.) At the same time, several proposals are presented for a range of percentage add-backs (typically 1%, 3%, 5%, and 7%).

Theoretically at least, the process allows for shifting resources from low priority areas to high priority areas– both within the unit and among the units across the entire University. In practical terms, the degree of flexibility is less than what the process ought to allow for. Reasons for this include the commitment to students to complete programs begun, the difficulty of transferring faculty and staff from one area to another, and the necessity of adhering to union contracts. Still, resources can be and are shifted through the use of the probe/add-back process, and priorities must be taken into account in the shift.

At a more micro level, an explicit list of priorities can assist decision-making on non-credit programs, and shifts in resources from one program area to another can be expedited and justified.

Staff Involvement in Priority-setting

All extension units set priorities, but there are probably as many ways of doing this as there are units. Some of the methods used are elaborate and others are simple; some are well defined while others defy description. However, in all cases there is priority-setting taking place. Frequently, priority decisions are made "top down", with the chief administrator(s) for the unit setting priorities, then explicating them to staff. DECR has, for the past number of years, been grappling with a process of priority-setting that incorporates the views of staff. This section deals with a brief description of various ways in which that involvement has occurred.

Over the past 20 years the Division staff have been involved in six two- or three-day staff retreats away from the campus. Some of these were outside Saskatoon; others were in the city. While the primary focus was not necessarily on program priority-

setting at every retreat—some were more directly related to organization and structure—inevitably information was exchanged at those retreats that influenced program priorities. The first retreats were devoted primarily to information sharing about programs and organizational matters. The allocation of resources to program areas was then determined by management (i.e., the "top down" model was used). Only at the last three meetings have we consciously been implementing a process for staff involvement in priority-setting.

Following the first three meetings, there was a growing feeling among staff that they wanted more input to decision-making in the Division regarding program priorities. One outcome was a committee of faculty struck to develop a set of criteria to assist in making decisions about the appropriateness of certain kinds of programs to be delivered by the Division. These criteria were ratified by the entire staff circa 1978 and were subsequently used as guidelines by individuals to make decisions to proceed or not proceed with projects.

In 1980, at one of the retreats, it was decided that the Division should have a Priority-setting Committee to provide advice to management regarding the assignment of resources to various program areas. Experience to this point had been that the consensus model—where the underlying premise was that once all staff had the same information, they would come to be of a single mind—simply would not produce the expected unanimity, given the heterogeneity of staff backgrounds, ideals, and aspirations. Some more objective method of assessing and averaging the wishes of the group had to be found. The committee subsequently developed the procedures described in this paper.

The First Application of the Procedure

The first phase of the current process was developed and implemented in 1982. The procedure was to have each programmer describe in writing the program area he or she was involved in, or was interested in pursuing. After circulation of the written descriptions, a group session was held to answer questions about the program areas described and to make any necessary elaborations. Each staff member then was asked to complete a matched pair, forced choice exercise (see Appendix, p. A-1 for a sample page), using the set of criteria that had been developed earlier as a base. Each program area (e.g., Agriculture Production and Marketing, Women's Studies, Human Relations Education, etc.) was paired with every other program area, and each programmer had to respond to each pair with an answer to the question "If the University could provide non-credit programs in only one of the following pairs of areas, which should it be?"

The results of the exercise were used to construct a Thurstone scale (Torgerson, 1958, pp. 155-179). The programs were then characterized as high priority, medium priority, and low priority, depending where on the Thurstone scale they fell (see Appendix, p. A-2).

The procedures used and the results of the first attempt at priority-setting were presented as part of a workshop conducted by Bob Brack and Glen Hass at the April 11-13, 1984 Western CAUCE meeting in Saskatoon.

Unfortunately, as the results were applied to decision-making over the couple of years

following their determination, it was found that there was some ambiguity possible in the interpretation of the results obtained. The Thurstone scale did not give any guidance as to the actual amount of resources to assign to any given area, for example– it simply identified the relative priority of each area. The relative position of a program was better known by this procedure than by a simple ranking, to be sure, but still questions remained. It was not clear whether a higher priority meant more resources were called for, whether there should be a shifting of resources from one (lower priority program area) area to the other, or whether the appropriate amount of resources were being applied. It was possible to conceive of a situation where a program area would have a very high priority but require little financial and/or personnel investment to maintain. Even if those questions were addressed, there would still be a question as to whether the resources allocated should be dollars or people.

In light of these shortcomings, the entire process was re-examined by staff at a subsequent retreat dealing with priority-setting, and a number of alternative methods for arriving at the desired end were considered.

Other Approaches Considered

Ad hoc priority decision-making

Under an ad hoc priority decision-making model, the manager would assign resources based on the information at hand at the time the decision had to be made. There is really no system. However, program priorities are often set under these circumstances.

With the history of concern about staff involvement in decision-making, and the sustained effort by staff to articulate and explicate criteria for appropriateness of extension projects, there was little to recommend the adoption of this strategy.

Priorities set by management (the "top down" model)

Although some staff members felt that it was not only a manager's right, but his or her responsibility, to set priorities and communicate them to staff, others felt strongly that a more egalitarian approach would be appropriate for a university context. Given that the Program Priority Committee was established largely as a reaction to having program priorities set by management, this alternative was not deemed practical.

General staff discussion (the consensus model)

This is probably the most often used system of priority-setting. Following the discussion, the program manager would interpret the discussion and translate it into management decisions of staff allocation and budget appropriation. The difficulty with this process is that all staff are not likely to have the same input. Those who are eloquent and persistent are likely to have their opinions more heavily weighted than those who are less likely to speak up. This procedure is dependent upon the manager

being able to adequately size up the discussion.

As indicated earlier, there was historical reason to believe that the heterogeneity of the group would not lead to consensus. This belief was reinforced by the discussion (and lack of conclusion) on priority-setting that took place at the most recent retreat, and the discussion/consensus model was discarded as being impractical and insufficiently objective.

Rank order priority-setting

In this method, all staff would simply place each program area in rank order of importance. The program with the highest average rank order would then be perceived as the most important and the one with the lowest, of least importance. The manager would then assign resources accordingly.

This method obviously suffers from the same shortcoming in interpretability as the paired comparison, forced choice method already used. In fact, it is inferior to the one already used, inasmuch as a Thurstone scale provides nearly interval information, while the rank order method provides only ordinal information, a point elaborated upon later in this paper.

For these reasons, it too was discarded, and the decision was made to build on the approach already in use, attempting to shore up the weak aspects.

The Approach Taken

Any prioritizing activity must take cognizance of both existing program areas and potential new program areas. For individuals to offer an informed opinion on the educational worth of an area (be it existing or new) requires some knowledge of the area. Inasmuch as programmers tend to know their own program areas much better than they know other programmers' areas, some device was required to establish a common knowledge base, insofar as possible.

In the first instance, a brainstorming session was held in which staff identified areas in which they thought the university should be programming, but wasn't. Individuals suggesting new program areas were requested to provide a brief rationale for that program area. Page-long written descriptions for each area were produced and circulated to all staff.

Several weeks later, DECR programmers used a day-long retreat to try to establish this common ground. Removed from the work-place (and therefore away from phones and visitors), staff members concentrated on making 15-minute presentations on the areas in which they currently programmed. The thrust of the presentations was information sharing, with descriptions of what was now being done, as well as what needed to be done in addition to or instead of what was now being done. Where it was reasonable to do so, staff treated sub-categories of their program areas as distinct units, particularly in the cases where they themselves thought that a shift in emphasis in their program-

ming was required. For example, in agriculture, agricultural production was treated as an entity distinct from social and human concerns related to agriculture.

For those program areas that were new, one or more staff members (usually those whose idea it was at the brain-storming session) were identified to champion the cause, and present an argument on behalf of the new program area.

Because of the length of time required to cover all program areas, the next step was done as a "take-home" exercise during the following week, but could have been done (time permitting) immediately at the conclusion of the description session. That step involved asking all staff to do a forced choice consideration of each pair of program areas discussed. The instructions were: For each of the following pairs of program areas identified [at the retreat where the areas were described] indicate which you feel should have the highest priority. Mark either a '1' or a '2' in each blank. Do not spend too much time thinking about any question; record your first reaction. In order for your input to be useable at all requires that you **answer every question**. You must choose either '1' or '2'– ties are not allowed.

What followed the instructions was the list of all possible pairs of the 10 program areas discussed, some 55 combinations. In order to minimize any possible effect caused by the order in which the pairs were presented, the advice of Ross (1934) was followed in setting up the sequence of the pairs. Ross's advice also mandates that a particular strategy be followed with respect to which of the pair of items is presented first (i.e., it distinguishes between the pair A-B and the pair B-A). The complete instrument is located on pages A-3 and A-4 of the Appendix.

The anonymous responses were tabulated and a Thurstone scale was constructed according to the procedures outlined by Torgerson (1958, pp. 170-179).

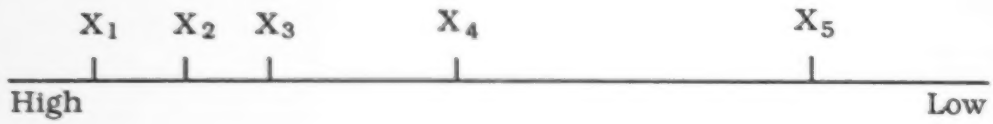
The most significant benefit of using a Thurstone scale, and no small one at that, is that the points generated on the scale form almost an interval scale. That is, distances among points on the scale are meaningful. To illustrate, knowing that points A, B, C, and D fall in the rank order ACDB is not nearly as rich in meaning as the following:

On the graphic scale above (which resembles a Thurstone scale), one can see that both A and C are considerably higher than either D and B, and that D is really about mid-range. That richness of information is just not available in the ranking ACDB. This additional information afforded by the Thurstone scale is useful for assisting decision-making.

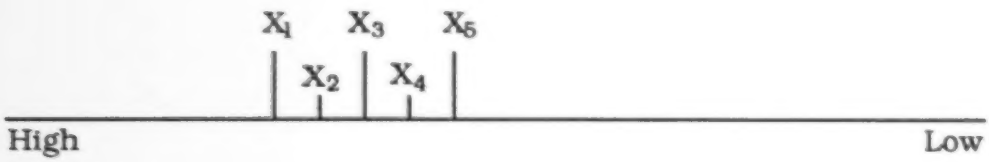
On the negative side, a Thurstone scale has an arbitrary zero point, which sometimes leads to difficulty in understanding just what the points on a Thurstone scale mean. Too, a Thurstone scale has no way of displaying variance, so it is difficult to determine

to what degree various respondents agree with respect to the location of a point on the scale. For example, the following scale, which illustrates an average location of a scale point

could be the result of the pooled opinion of five different respondents whose individual responses might be

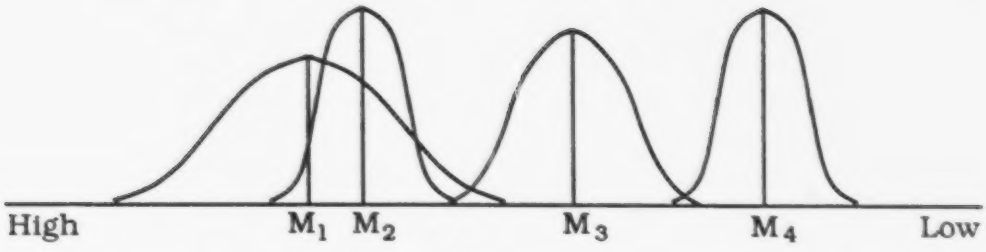


On the other hand, the value X_0 on the first scale might just as easily represent the average of the following five responses:



Clearly, there is considerably less agreement among respondents with respect to the appropriate location of the point in the first case than there is in the second case. In other words, there is more variance in the first situation than in the second; yet simply knowing the average scale point location X_0 as in the top-most scale, hides that information from us.

This problem of masked variance translates upward to comparisons among mean scores of priority for different program areas, as well. For example, four different program areas might have priority scores (means) and distributions as shown below. Note that if one attends to only the mean scores ($M_1 \ldots M_4$), and not the distributions, one misses the potentially valuable information that there is a great deal more agreement amongst respondents with respect to the priority of program 2 than there is with respect to program 1, even though their priority scores are similar.



Attempting to deal with the Thurstone scale's lack of information about variance, coupled with the difficulties of interpretation experienced in the earlier priority-setting attempt vis-à-vis allocation of resources, led to the addition of another step in the polling process. That step involved providing all staff with the results of the Thurstone scale, and asking them to assign what they thought to be *(a)* the appropriate amount of funding subsidy, and *(b)* the appropriate proportion of programmer's time to each program area (see Appendix, p. A-5 and A-6).

Funding subsidy was defined for staff as the difference (in dollars) between what the program area generates (in fees) and what it uses (expenses), expressed as a percentage. To assist staff in making this determination, figures corresponding to each program area (that existed then) for the previous year were provided. The information provided included both the number of dollars used in subsidy and the percentage of total subsidy, to give as complete a picture as possible.

In a similar way, staff were asked to specify what proportion of a programmer's time they thought should be devoted to each program area. Again, the percentage of full-time equivalent (FTE) programmers' time spent on each (then-existing) area in the previous year was provided as information.

In both cases, staff were asked to make their determinations to the nearest 1%, and were reminded that their numbers had to total 100%. The question was stated thus: In accordance with my perception of what the Division's priorities should be, I would assign the following percentages of funding subsidy and number of FTE's to the programming areas listed.

Analysis of Data

It was thus possible to express both subsidy (dollars) and FTE's (personnel) in understandable terms, giving both the means and variance for both. Operationally, the results were plotted in two ways (see p. A-7 and A-8 of the Appendix): as circle graphs, and in a format similar to some stock market summaries, with the mean and one standard deviation above and below it marked with lines, to give a visual representation of variability.

Thus, at a glance, one can see from the circle graphs on p. A-7 that the Humanities

programming area commanded approximately the same proportion of percentage of subsidy and percentage of FTE, but Human Resources Development was, according to the pooled opinions of all staff, entitled to only about half the percentage of subsidy that it was the percentage of FTE.

More importantly, it was obvious from the plots on p. A-8 that there was a high degree of unanimity regarding the allocation of dollars to Women's Studies, but considerable variability regarding the allocation of FTE. By contrast, Agricultural Science showed considerable variability on both dimensions, while Adult Education showed considerable unanimity on both dimensions.

The combination of the Thurstone scale, the circle graphs, and the variance plots could provide the necessary information to guide decision-making.

The Role of Management

Collegial priority-setting, regardless of the method, is usually implemented to provide staff with opportunities to influence the adjustment of intermediate-range organizational goals. Within universities, intermediate-range goals are expected to translate into effects which are felt over a two- to five-year period. Assuming that priorities can be established in such a way that both staff and management have a high degree of confidence in the validity of the exercise, it is management's responsibility to optimize the relationship between internally agreed-upon priorities and external constraints imposed by the university as a whole or by the university's external environment.

The priority-setting exercise described was based on assumptions related to confidence in the process and on the need to optimize between the ideal established internally and the real external environment. The process was highly dependent upon how staff processed critical information, and the degree to which they understood and accepted what had been agreed to. Consequently, the impact of priority-setting on management is best addressed within the context of three phases in the priority-setting exercise. Those phases are referred to here as the search for staff agreement, the reflection of staff opinion, and the implementation of staff priorities.

The Search for Staff Agreement

As discussed earlier, the search for staff agreement began as staff attempted to define the boundaries of existing program categories and to develop and define the boundaries of potential categories which heretofore had not existed. Prevalent throughout the exercise was the issue of category exclusiveness—that is, the attempt to define programming categories which were unique, with little or no overlap or commonality with other programs. The need to develop a uniqueness in program identity, purpose, resource base, and clientèle was driven by the ultimate need for staff to make choices and to prioritize program categories. At the same time, staff sometimes experienced

difficulty with the somewhat artificial nature of arbitrary program categories with mutually exclusive definitions and boundaries.

Further, in the search for staff agreement, the development of an in-depth understanding of program areas or categories was paramount. Staff experienced difficulty in justifying the energy and time required both to provide and to assimilate information essential for priority-setting. The information exchange in some instances led to the adjustment of a program to ensure support from staff who would otherwise not have been supportive. However, perhaps the most difficult aspect related to building confidence in the process was the adversarial nature of the search for agreement. The providers of the critical information were those who controlled the program categories. Yet to attain a sufficient level of confidence in the process, those same individuals had to strive for objectivity, and ultimately to detach themselves from their vested interests in particular programs.

Thus, the challenge of management through the *search for staff agreement* phase is one of

- facilitating the process
- enhancing staff confidence in a process that attempts to set vested interests aside
- ensuring that the program categories are sufficiently real, and
- ensuring that the information exchanged is adequate.

The Reflection of Staff Opinion

Management has an important role in bridging between data analysis and staff ratification in the priority-setting process, by ensuring that the data are displayed in such a way as to lead to collective priority decisions in which staff have an acceptable level of confidence. In the case under discussion, management, in conjunction with the Priority-setting Committee, transformed the data slightly to reflect in a different way the degree of staff agreement or consensus for each program category (see p. A-9 of the Appendix). Using the variance data, the program areas or categories were ranked from those program areas with most agreement (least variance) to those program areas with least agreement (most variance). Criteria were then established to separate the program areas into three categories: those with *agreement* (agreement on both budget and staff allocation), those with *mixed agreement* (agreement on budget or staff allocation), and those with *no agreement*. To do the categorizing, it was necessary to establish arbitrarily a minimum level of variance acceptable to assume agreement.

Management's role in the operational definition of *agreement* is important. It might be expected that the level of variance required for agreement is likely to change from year to year as opinions among staff change and available resources vary. For the purpose of priority-setting, budget and staff resources were treated as a closed system, without consideration for extraordinary external funding or staffing support beyond base budget. In a closed system model, adding resources to a particular program area requires removing corresponding resources from somewhere else within the system. Consequently, for the exercise to be in tune with reality, it is important that manage-

ment be involved in the arbitrary selection of the level of variance which operationally defines staff agreement or consensus in the priority-setting exercise. The responsibility of management is thus to ensure that a definition of *agreement* is established which is likely to lead to an outcome that is realistic and possible to implement.

Implementation of Staff Priorities

Once staff are able to ratify a priority statement with an acceptable level of confidence, it is management's responsibility to take the advice seriously and reflect on staff priority opinion as opportunities occur during the budget allocation and workload assignment periods. Regardless of how informed staff are during the priority-setting process, by the time the procedure has been completed and staff have ratified a priority statement, conditions related to budget and personnel may have changed significantly. Indeed, it is reasonable to expect a continuous shifting of conditions at the university level and beyond, which are external but relevant to a university extension unit. Management is in a position to track and anticipate environmental shifts and to look for opportunities such as staff retirements, sabbatical leaves, and other leaves to stimulate organizational change. At the same time, management must keep in mind that "snap-shot in time" of staff opinion as to what might be ideal shifts in programming priorities.

Perhaps the greatest challenge faced by management is to ensure that both the level of agreement and the degree of confidence staff have in the priority-setting exercise is adequate. At the same time, management must decide how to deal with the program areas or categories about which staff cannot agree. Clearly the latter program areas cannot be ignored. Management is left to establish information-gathering procedures which are ancillary to the priority-setting exercise, and to re-shape the *no agreement* program areas without the benefit of staff participation in an internal priority statement.

Conclusion

This paper described a priority-setting procedure which has not yet been perfected, but which has yielded promising results. The procedure is built around the need for intensive information exchange among staff, with a resultant quantification of both staff opinion related to staff and budget subsidy allocations and the extent of staff agreement with the collective opinion. The procedure is program-specific, it permits quantification of staff opinion related to changes in intermediate-range program objectives, and it addresses both budget and staff assignments.

Perhaps the most serious challenge to those interested in implementing similar procedures is the *search for staff agreement* phase – including strategies to reach an acceptable definition of program categories, staff divestiture of vested interest, and the commitment of time and effort required by programmers to fully understand the options available to them. Most likely the greatest payoff lies in the observation that

before it can work, staff must be prepared to share information, give up some individual freedom, and search for both a collective will and a collective opinion—both essential to organizational development.

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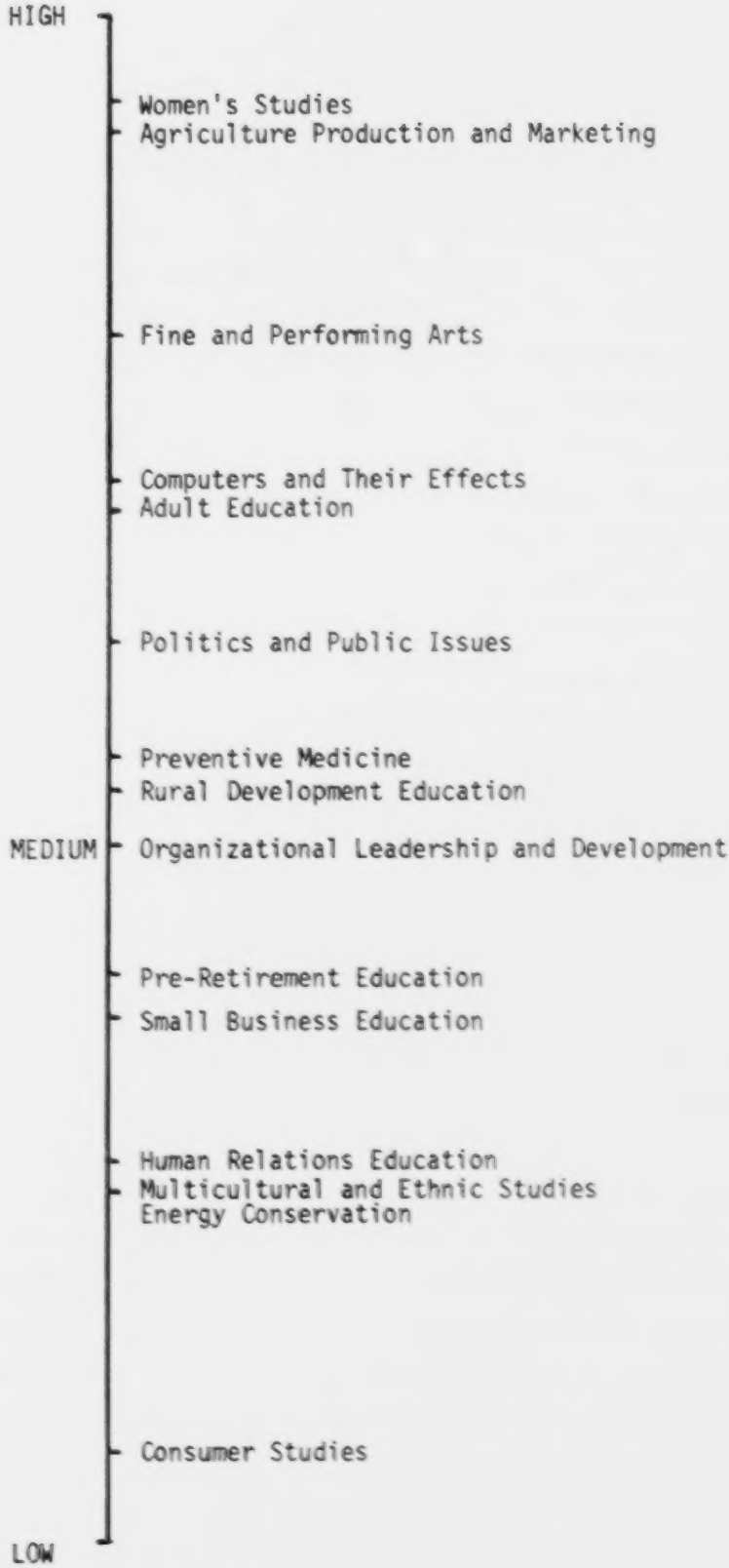
Appendix

Portion of matched pair, forced-choice questionnaire used in first application A-1
Thurstone scale resulting from first application of procedure.....A-2
Complete matched pair, forced-choice questionnaire used in second application.....A-3
Thurstone scale resulting from second application of procedure.....A-5
Questionnaire used to collect percentages assigned by staff to program areas.....A-6
Circle graphs of percentage results A-7
Variance plots of percentage results A-8
Management's representation of the results A-9

If the University could provide non-credit programs in only one of the following pairs of areas, which should it be?

Small Business Education	[1]	Women's Studies
Preventive Medicine	[2]	Human Relations Education
Fine & Performing Arts	[3]	Rural Development Education
Computers & Their Effects	[4]	Multicultural & Ethnic Studies
Politics & Public Issues	[5]	Org. Leadership & Development
Agriculture Production & Marketing	[6]	Energy Conservation
Non-credit Adult Education	[7]	Consumer Studies
Pre-retirement Education	[8]	Small Business Education
Human Relations Education	[9]	Women's Studies
Rural Development Education	[10]	Preventive Medicine
Multicultural & Ethnic Studies	[11]	Fine & Performing Arts
Org. Leadership & Development	[12]	Computers & Their Effects
Energy Conservation	[13]	Politics & Public Issues
Consumer Studies	[14]	Agriculture Production & Marketing
Pre-retirement Education	[15]	Non-credit Adult Education
Small Business Education	[16]	Human Relations Education
Women's Studies	[17]	Rural Development Education
Preventive Medicine	[18]	Multicultural & Ethnic Studies
Fine & Performing Arts	[19]	Org. Leadership & Development
Computers & Their Effects	[20]	Energy Conservation
Politics & Public Issues	[21]	Consumer Studies
Agriculture Production & Marketing	[22]	Pre-retirement Education
Non-credit Adult Education	[23]	Small Business Education
Rural Development Education	[24]	Human Relations Education
Multicultural & Ethnic Studies	[25]	Women's Studies
Org. Leadership & Development	[26]	Preventive Medicine
Energy Conservation	[27]	Fine & Performing Arts
Consumer Studies	[28]	Computers & Their Effects
Pre-retirement Education	[29]	Politics & Public Issues
Non-credit Adult Education	[30]	Agriculture Production & Marketing
Small Business Education	[31]	Rural Development Education
Human Relations Education	[32]	Multicultural & Ethnic Studies
Women's Studies	[33]	Org. Leadership & Development
Preventive Medicine	[34]	Energy Conservation
Fine & Performing Arts	[35]	Consumer Studies
Computers & Their Effects	[36]	Pre-retirement Education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Women's Studies
Agriculture Production and Marketing
Fine and Performing Arts
Computers and Their Effects
Adult Education
Politics and Public Issues
Preventive Medicine
Rural Development Education
MEDIUM
Organizational Leadership and Development
Pre-Retirement Education
Small Business Education
Human Relations Education
Multicultural and Ethnic Studies
Energy Conservation
Consumer Studies
LOW

Priority-Setting '86

Instructions: For each of the following pairs of program areas identified on September 4, indicate which you feel should have the highest priority. Mark either a '1' or a '2' in each blank. Do not spend too much time thinking about any question; record your first reaction.

In order for your input to be useable at all requires that you **answer every question**. You must choose either '1' or '2'—ties are not allowed.

(1) Agricultural Science - (2) Rural Devel. Education.....____
(1) Language Instruction - (2) Women's Studies.....____
(1) Religious Studies - (2) Human Resources Devel.....____
(1) Humanities - (2) Science & Technology.....____
(1) Teaching Skills/Ad Ed - (2) Seniors' Programs.....____
(1) Fine & Performing Arts - (2) Agricultural Science.....____
(1) Women's Studies - (2) Rural Devel. Education.....____
(1) Human Resources Devel. - (2) Language Instruction.....____
(1) Science & Technology - (2) Religious Studies.....____
(1) Seniors' Programs - (2) Humanities.....____
(1) Fine & Performing Arts - (2) Teaching Skills/Ad Ed.....____
(1) Agricultural Science - (2) Women's Studies.....____
(1) Rural Devel. Education - (2) Human Resources Devel.....____
(1) Language Instruction - (2) Science & Technology.....____
(1) Religious Studies - (2) Seniors' Programs.....____
(1) Humanities - (2) Fine & Performing Arts.....____
(1) Teaching Skills/Ad Ed - (2) Agricultural Science.....____
(1) Human Resources Devel. - (2) Women's Studies.....____
(1) Science & Technology - (2) Rural Devel. Education.....____
(1) Seniors' Programs - (2) Language Instruction.....____
(1) Fine & Performing Arts - (2) Religious Studies.....____
(1) Teaching Skills/Ad Ed - (2) Humanities.....____
(1) Agricultural Science - (2) Human Resources Devel.....____
(1) Women's Studies - (2) Science & Technology.....____
(1) Rural Devel. Education - (2) Seniors' Programs.....____
(1) Language Instruction - (2) Fine & Performing Arts.....____

(1) Religious Studies - (2) Teaching Skills/Ad Ed.....____
(1) Humanities - (2) Agricultural Science.....____
(1) Science & Technology - (2) Human Resources Devel.....____
(1) Seniors' Programs - (2) Women's Studies.....____
(1) Fine & Performing Arts - (2) Rural Devel. Education.....____
(1) Teaching Skills/Ad Ed - (2) Language Instruction.....____
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(1) Language Instruction - (2) Agricultural Science.....____
(1) Seniors' Programs - (2) Fine & Performing Arts.....____
(1) Science & Technology - (2) Teaching Skills/Ad Ed.....____
(1) Human Resources Devel. - (2) Humanities.....____
(1) Women's Studies - (2) Religious Studies.....____
(1) Rural Devel. Education - (2) Language Instruction.....____

PRIORITIES '86

PRIORITY

HIGH

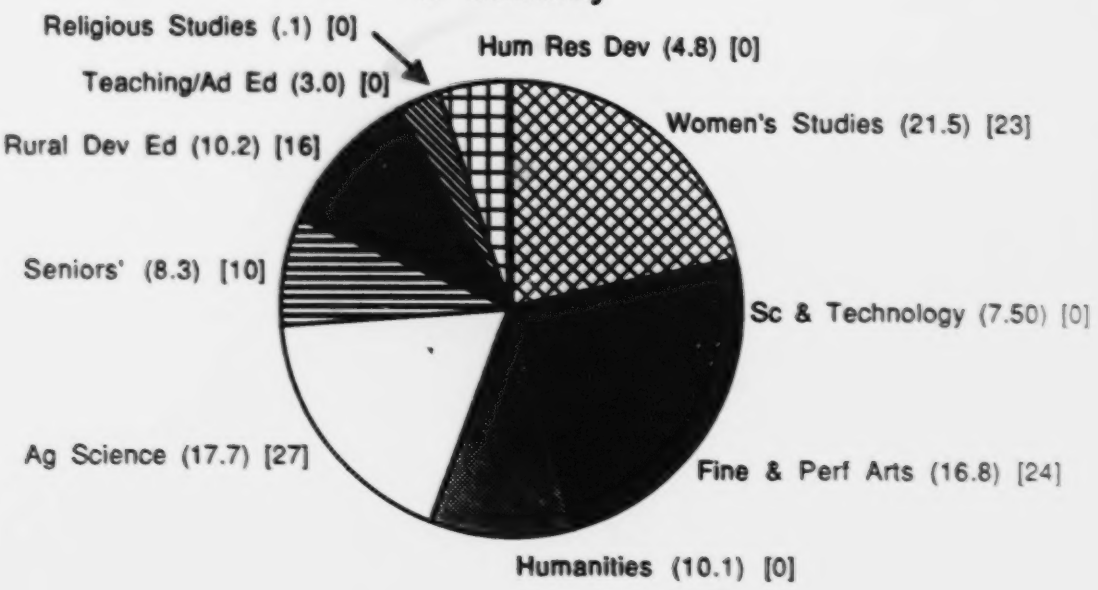
- Women's Studies
- Science & Technology
- Fine & Performing Arts
- Humanities
- Agricultural Science
- Seniors' Programs
- Rural Devel. Education
- Teaching Skills/Ad Ed
- Religious Studies
- Human Resources Devel.
- Language Instruction

LOW

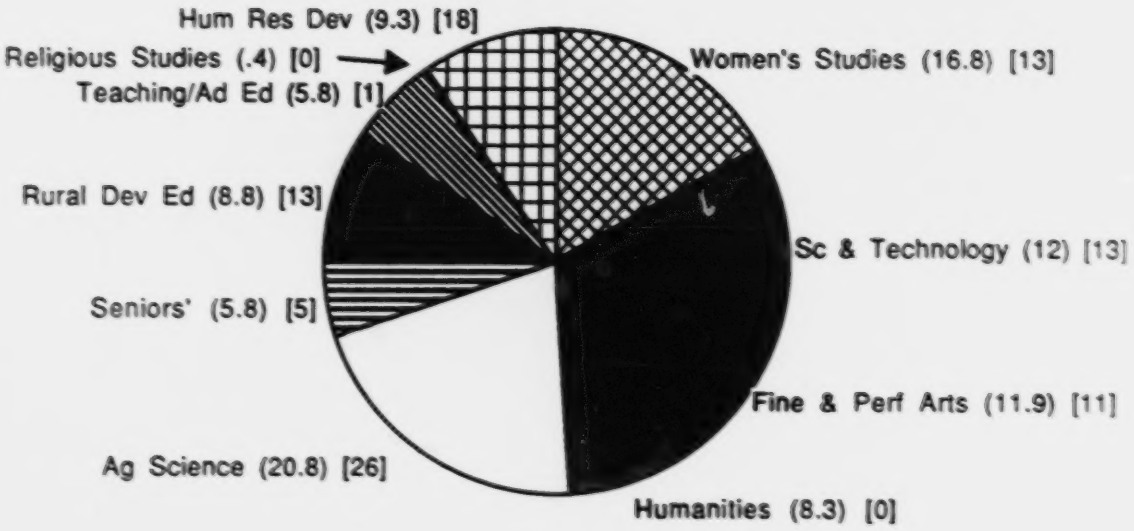
In acordance with my perception of what the Division's priorities should be, I would assign the following percentages of funding subsidy and number of FTE's to the programming areas listed:

	Percentage of subsidy budget (to nearest 1%)	Percentage of FTE's (to nearest 1%)
Women's Studies	_____	_____
Science & Technology	_____	_____
Fine & Performing Arts	_____	_____
Humanities	_____	_____
Agricultural Science	_____	_____
Seniors' Programs	_____	_____
Rural Devel. Education	_____	_____
Teaching Skills/Ad Ed	_____	_____
Religious Studies	_____	_____
Human Resources Devel	_____	_____
Language Instruction	_____	_____
	100%	100%

% Subsidy

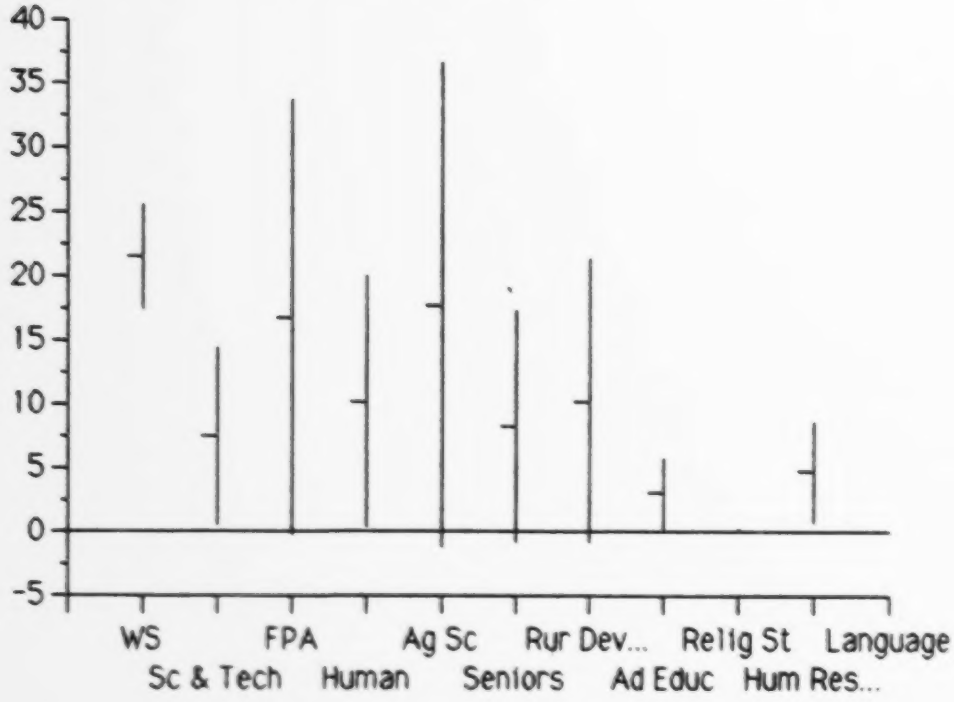

Religious Studies (.1) [0]
Hum Res Dev (4.8) [0]
Teaching/Ad Ed (3.0) [0]
Women's Studies (21.5) [23]
Rural Dev Ed (10.2) [16]
Seniors' (8.3) [10]
Sc & Technology (7.50) [0]
Ag Science (17.7) [27]
Fine & Perf Arts (16.8) [24]
Humanities (10.1) [0]

% FTE

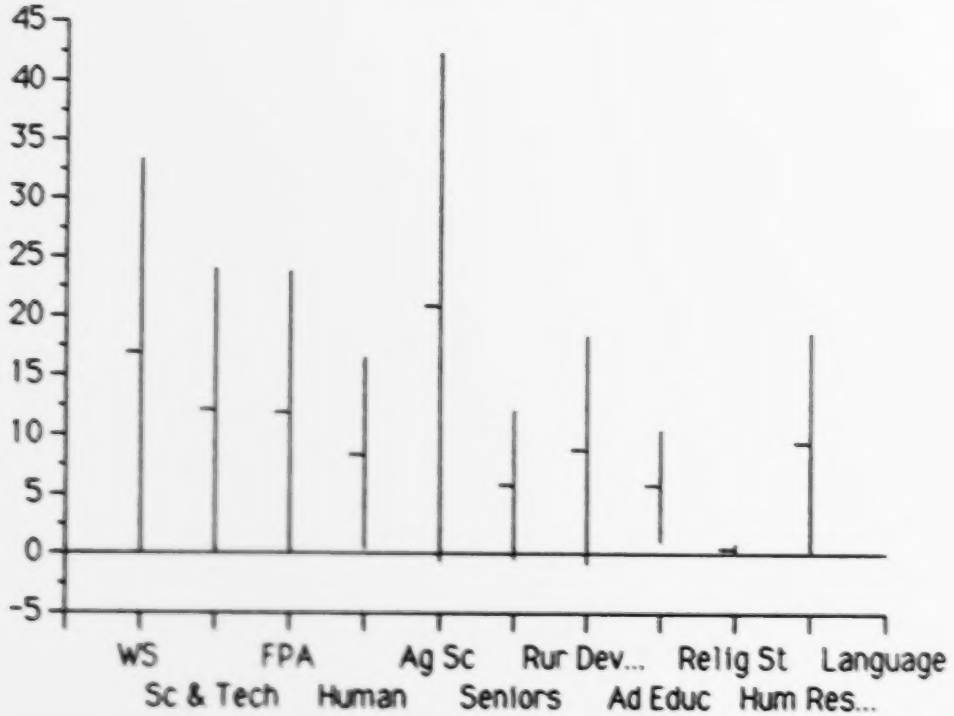

Hum Res Dev (9.3) [18]
Religious Studies (.4) [0]
Women's Studies (16.8) [13]
Teaching/Ad Ed (5.8) [1]
Rural Dev Ed (8.8) [13]
Sc & Technology (12) [13]
Seniors' (5.8) [5]
Fine & Perf Arts (11.9) [11]
Ag Science (20.8) [26]
Humanities (8.3) [0]

NOTE: This year's percentages are shown in parentheses ( );
last year's percentages are shown in brackets [ ].

% of Subsidy (showing variability)



% FTE (showing variability)



		FACULTY OPINION RE: PERCENTAGE SUBSIDY TO PROGRAM AREAS					
PROGRAM AREA	% OF TOTAL SUBSIDY BUDGET		RECOM. CHANGE	INCREASE	DECREASE	AGREEMENT	
	85-86 Alloc.	Faculty Alloc.	% SUBSIDY	Rank	Rank	(+or-)1 St. Dev.	Rank
RELIGIOUS STUDIES	0%	0%	0%			0%	1
TEACHING AD. ED.	0%	3%	3%	4		3%	2
HUM. RES. DEV.	0%	5%	5%	3		4%	3
WOMEN'S STUDIES	23%	22%	-1%		5	5%	4
SCIENCE AND TECH.	0%	8%	8%	2		7%	5
HUMANITIES	0%	10%	10%	1		10%	6
RURAL DEV. ED.	16%	10%	-6%		3	11%	7
SENIORS & GERONT.	10%	8%	-2%		4	12%	8
FINE & PERF. ARTS	24%	17%	-7%		2	17%	9
AGRIC. SCIENCE	27%	18%	-9%		1	19%	10

		FACULTY OPINION RE: FACULTY ALLOCATION TO PROGRAM AREAS					
PROGRAM AREA	% FULL-TIME-EQUIVALENT FACULTY		RECOM. CHANGE	INCREASE	DECREASE	AGREEMENT	
	85-86 Allocation	Faculty Alloc.	% F.T.E.	Rank	Rank	(+or-)1 St. Dev.	Rank
RELIGIOUS STUDIES	0%	0%	0%			0%	1
TEACHING AD. ED.	1%	6%	5%	2		5%	2
HUM. RES. DEV.	18%	9%	-9%		1	8%	3
HUMANITIES	0%	8%	8%	1		8%	3
SENIORS & GERONT.	5%	6%	1%	4		9%	4
RURAL DEV. ED.	13%	9%	-4%		3	9%	4
FINE & PERF. ARTS	11%	12%	1%	4		12%	5
SCIENCE AND TECH.	13%	12%	-1%		4	12%	5
WOMEN'S STUDIES	13%	17%	4%	3		17%	6
AGRIC. SCIENCE	26%	21%	-5%		2	22%	7